

## New York State School of Industrial and Labor Relations

### Administration

Charles M. Rehmus, dean  
 Lois S. Gray, associate dean, extension and public affairs  
 Robert E. Doherty, associate dean, academic affairs  
 Frank B. Miller, director, Office of Resident Instruction  
 Shirley Harper, librarian  
 Ronald G. Ehrenberg, director, research  
 Frances Benson, director, publications  
 George M. Calvert, director of budget  
 Robert Aronson, graduate field representative  
 Donald E. Cullen, editor, *Industrial and Labor Relations Review*

### Degree Program

Industrial and Labor Relations

Degree  
 B.S.

### The School

The School of Industrial and Labor Relations at Cornell is a small school within a large university, and it tries to maintain the small-college atmosphere that would be expected of an institution that has about six hundred undergraduates and approximately one hundred graduate students.

The school's home is a unified complex of classroom buildings, library, and administrative and faculty offices clustered around two courtyards. Daily classroom activities and other school events provide many opportunities for Industrial and Labor Relations students and faculty to interact. At the same time, students are members of the larger Cornell community and participate in its programs.

Almost half of the school's typical freshman class comes from the greater New York City area. Another 30 percent live in other parts of New York State. Students from other states and a few from foreign countries make up the rest of the class. Enrollment of women has been increasing in recent years, and the current ratio of men to women in the school is about three to two.

Students enrolled in the School of Industrial and Labor Relations at Cornell may take a substantial number of courses in the other six undergraduate colleges and schools of the University, including the College of Arts and Sciences. Cornell students have access to all of the libraries and other University facilities.

The school operates in four areas: (1) undergraduate and graduate resident instruction, (2) extension and public service, (3) research, and (4) publications. It provides instruction to young people on campus who are preparing for careers in the field, as well as to men and women already engaged in industrial relations activities and the general public through its Extension and Public Service Division.

The school's Conference Center, part of the extension division, initiates and hosts conferences covering the full scope of industrial and labor relations. The center provides continuing education and information to practitioners and scholars.

The Research Division develops materials for resident and extension teaching and originates studies in industrial and labor relations. The Publications Division publishes and distributes the research results.

### Departments of Instruction

Courses in the school are organized into six departments:

**Collective Bargaining, Labor Law, and Labor History** studies the history of the labor movement and collective bargaining in the United States, as well as the role of government in labor relations.

**Economic and Social Statistics** includes the principles of statistical reasoning, statistical methods, and the application of statistical tools of analysis.

**International and Comparative Labor Relations** is concerned with industrial and labor relations developments in other countries, both industrialized and less developed.

**Labor Economics** deals with analysis of the labor force, labor markets, wages and related terms of employment, income distribution, unemployment, health and safety in industry, and retirement.

**Organizational Behavior** investigates human behavior in organizations through psychology and sociology. Courses treat individual human behavior, organizations in society, and industrial society.

**Personnel and Human Resource Studies** examines the efforts of work organizations to recruit, train, compensate, and manage their members as well as with public policy and programs concerning employability, employment, and income of workers.

A full list of required and elective courses is available from the Office of Resident Instruction, 101 Ives Hall.

### Resident Instruction

This division conducts the on-campus programs leading to the degrees of Bachelor of Science, Master of Industrial and Labor Relations, Master of Science, and Doctor of Philosophy from Cornell.

#### Office of Resident Instruction

Staff members from the Office of Resident Instruction, 101 Ives Hall, work closely with faculty and faculty committees to administer degree programs for the school. The office's responsibilities include the admitting and orienting of new students, maintaining students' personal and academic records, administering the faculty advisory system and academic standards, counseling students on personal and academic problems, and administering the school's financial aid programs. The office also provides a career counseling service and works closely with seniors who are planning graduate study.

#### Counseling and Advising

As entering freshmen, students will be assigned a counselor in the Office of Resident Instruction for orientation, academic advising, and counseling throughout the first year. (Transfer students are assigned counselors only for their first term.)

At the end of the first year (or term), each student will be assigned a faculty adviser. All teaching faculty members serve as advisers, and students' preferences for advisers are followed whenever possible.

**Minority students.** Cornell University administers a variety of special opportunity programs designed to provide financial assistance and other forms of assistance to (1) minority students and (2) low-income students meeting program guidelines. The purpose of these special programs is to aid in increasing representation of state residents from minority groups historically underrepresented in higher education. Participation is also available to those residing outside New York State. For details,

prospective students should consult the *Guide for Candidates* which accompanies each undergraduate application or will be sent upon request by the Office of Admissions.

### Study Options

Several study options are open to ILR undergraduates, making it possible to tailor a program to fit specific needs.

One such option is the five-year ILR master's degree. With early planning, some students may earn the M.S. degree in the fifth year. Using another option, some ILR students arrange for dual registration in Cornell's Graduate School of Business and Public Administration (B&PA), earning their bachelor's degree in ILR and a master's degree in B&PA after five years of study.

Some students elect to spend a semester in New York City, Albany, or Washington, D.C. with a chance to observe actual labor problem solving, or as much as a year of study at a foreign university. Others opt for internships that give them practical field experience, such as a summer in New York City's Office of Collective Bargaining or a term doing research for the New York State Senate Committee on Labor in Albany.

For more information, see "Special Academic Programs," which follows the next section.

A number of ILR courses deal directly with today's problems and involve fieldwork in the Ithaca area, elsewhere in New York State, and even in foreign countries. These courses take some students to the state legislature in Albany or to community action groups. Others may work in prisons, institutions, or school districts.

The ILR program allows juniors and seniors who want to conduct their own research to receive course credit for individually directed studies, if the program is supervised by a faculty member.

#### Study in Absentia

Students who want to study at another institution for a semester or for a year and receive credit toward their undergraduate degree may petition to study in absentia. This permits students to study at a foreign university or at another American school that offers a program unavailable at Cornell. Eligibility requires good standing and approval of study plans by the Director of Resident Instruction. Course work taken in absentia is usually not evaluated for transfer credit until the work has been completed and the student has returned to the school. Students then submit a course syllabus and other evidence of content to the chairman of the department that might have offered the respective course, or to a counselor in the Office of Resident Instruction if the course is more appropriate as an elective.

#### Leave of Absence or Withdrawal

If a student desires to withdraw or to take a leave of absence from the University, an interview should be scheduled with a counselor in the Office of Resident Instruction. Counselors will assist students in petitioning for a leave of absence.

### Requirements for Graduation

To earn the Cornell Bachelor of Science degree in industrial and labor relations, the student needs to successfully complete 120 credits. Normally, this requires eight terms, although some students finish their studies in a shorter time.

## Required Courses

(51 credits)

The current curriculum prescribes the courses and subjects listed in the table below to be taken in the terms indicated during the freshman, sophomore, and junior years. In the senior year, all courses will be electives.

## Required Courses

Course or Subject	Credits	Term
<b>Freshman year</b>		
Freshman Seminars*	6	Fall and spring
Econ 101–102, Introductory Economics*	6	Fall and spring
Psych 101, Introduction to Psychology*	3	Fall
I&LR 100–101, History of Industrial Relations in the United States	6	Fall and spring
I&LR 140, Development of Economic Institutions	3	Spring
I&LR 120–121, Society, Industry, and the Individual I and II	6	Fall and spring
Physical education	0	Fall and spring
<b>Sophomore year</b>		
I&LR 201, Labor Relations Law and Legislation	3	Fall
I&LR 240, Economics of Wages and Employment	3	Fall
I&LR 210–211, Statistics	6	Fall and spring
I&LR 200, Collective Bargaining	3	Spring†
I&LR 260, Personnel Management	3	Fall or spring
<b>Junior year</b>		
I&LR 340, Economic Security	3	Fall

## Elective Courses

(69 credits)

From the courses offered by the school, students must select a minimum of 30 credits of ILR elective courses. No more than 9 of these 30 credits may be satisfied by I&LR 499, Directed Studies, or ILR 498, Internships, or ILR 495, Honors Program.

The remaining 39 credits may be selected from the courses of any other college at Cornell, but a student who takes more than 33 credits in the endowed colleges (the College of Architecture, Art, and Planning; the College of Arts and Sciences; the Graduate School of Business and Public Administration; the College of Engineering; and the School of Hotel Administration) will be billed for the additional tuition at the current cost per credit.

The number of credits that may be taken in the endowed colleges at no additional cost to the student may be changed at any time by official action of the school.

## Recommended Courses Offered by the College of Arts and Sciences

**Government.** Government III, American Government and Politics, is a prerequisite to most other courses offered by the Department of Government. It is strongly recommended as an elective, preferably in the sophomore year.

**Mathematics.** Students considering graduate work in any of the social sciences are strongly urged to take appropriate courses in mathematics, such as calculus (Mathematics 111–112 or Mathematics 107–108).

## Schedule Changes

Occasionally it may be necessary for a student to request changes in his or her course schedule either before a term begins or during the semester. Such requests must be directed to the Office of Resident Instruction in order to avoid possible loss of academic credit or failing grade.

## Class Attendance

It is each student's responsibility to attend all scheduled classes unless approved excuses have been given by the faculty. In some courses an instructor may permit a maximum number of class absences without a grade penalty or dismissal from the course. An approved explanation for absence from class occasionally may be granted in advance of the expected absence by the Office of Resident Instruction. An approved absence may be warranted by:

- 1) participation in authorized University activities, such as athletic events, dramatic productions, or debates;
- 2) medical problems supported by record of clinic or infirmary treatment;
- 3) serious illness or death in immediate family;
- 4) other circumstances beyond the student's control.

A request for approval of an absence should, when possible, be made to the Office of Resident Instruction *before the date of expected absence*. A reported and approved explanation of absence does not relieve a student from fulfillment of academic requirements during the period of absence. The course instructor has the authority to determine what work must be completed. The office can only confirm the explanation for absence. Students should inform the Office of Resident Instruction of any problems they have meeting course requirements.

## Academic Standing and Grades

### Academic Integrity

In 1977 the faculty of the School of Industrial and Labor Relations approved a revised code of academic integrity. This code, while based on the Cornell University code, varies somewhat. Copies are available from the Office of Resident Instruction, 101 Ives Hall.

### Dean's List

A Dean's List is compiled for each of the four undergraduate classes each semester on the seventh day following receipt of final grades from the Registrar. To be eligible for the Dean's List a student must meet *all* of the following criteria as of that date:

- 1) have a semester average of 3.2 or better and rank in the top 20 percent of the class;
- 2) have a minimum of 12 letter-graded credits for the semester;
- 3) have completed all courses registered for at the beginning of the semester;
- 4) have satisfied all requirements for good standing.

### Academic Standing

Good standing requires that all of the following criteria be met at the end of each term.

- 1) An average of C– (1.7) for the semester's work, including a minimum of 8 completed and graded credits.

- 2) No failing grades in any course, including physical education.
- 3) A cumulative average of C– (1.7) for all completed terms.

If at the end of any term in which a student fails to maintain good standing or if overall academic performance is so marginal as to endanger the possibility of meeting school and University degree requirements, his or her record is reviewed by the Committee on Academic Standards and Scholarships. The committee may issue a written warning to the student at that time.

## Involuntary Separation from the School for Academic Reasons

A student may be denied permission to reregister at the end of any term when he or she has failed:

- 1) to establish good standing after a semester on warning;
- 2) to maintain an average of 1.7 in any term after a previous record of warning;
- 3) to achieve good standing after being on warning any two previous semesters;
- 4) two or more courses in one term or has a term average of 1.0 or below.

The Academic Standards and Scholarship Committee may decide to permit a student to remain on warning more than one semester if there has been significant improvement even though the cumulative average is still below 1.7.

## S-U Grading Policy

An undergraduate may register to receive a final grade of S (Satisfactory) or U (Unsatisfactory) in courses that offer this option—either in the school or in other divisions of the University—subject to the following conditions.

- 1) The S-U option may be used in ILR and in out-of-college course electives *only*, not in directed studies.
- 2) Students are limited to registering in two S-U courses a term.
- 3) S-U registration is limited to 4 credits for each course.
- 4) Students registering for S-U grades must be in good standing.
- 5) Students must fulfill the graduation requirement of 105 letter graded courses.

ILR faculty members assign a grade of U for any grade below C– and a grade of S for any grade of C– or better. A grade of U is considered equal to an F in determining a student's academic standing although it is not included in the cumulative average.

No change of grading (from letter to S-U or from S-U to letter) may be made after the first three weeks of class. *There are no exceptions* to this restriction and appeals will not be accepted.

## Incomplete Grades

An Incomplete (INC) is a grade assigned when the course has not been completed for reasons that are acceptable to the instructor. It is understood that the work may be completed later and credit given. Instructors may grant an incomplete grade for a limited number of clearly valid reasons, but only to students with substantial equity in a course. A firm and definite agreement on the conditions under which it may be made up must be made with the instructor. The school's policy allows a maximum of two full terms of residence for removal of an incomplete. An incomplete grade not made up within this time automatically becomes an F.

\*College of Arts and Sciences

†May be postponed to the fall of the junior year

## Special Academic Programs

In order to meet the special academic objectives of some students, the school's faculty has established several special academic programs. For additional information please contact a counselor in the Office of Resident Instruction. Counselors will explore the program with students to help them decide if it suits their interests.

### Dual Registration in Business and Public Administration

Dual informal registration in the School of Business and Public Administration leads to a Bachelor of Science degree in Industrial and Labor Relations and a Master's degree in Business and Public Administration after five years of study and is open to students who meet the requirements of the Graduate School of Business and Public Administration.

Early planning and application by each student, preferably in the sophomore year, is desirable to ensure that Business and Public Administration expectations and the Industrial and Labor Relations curriculum requirements are fulfilled. Students interested in double registration in the Graduate School of Business and Public Administration should contact the Admissions Office, 319 Malott Hall, and a counselor at the Office of Resident Instruction.

### Five-Year Master of Science Degree Program

With early planning, it is possible to earn the M.S. degree in a fifth year of study. This program is designed specifically for those who wish concentrated study in an area of specialization in the school for a terminal Master's degree.

Students considering this program should consult a counselor in the Office of Resident Instruction after their freshman year.

### Semester Off Campus

For the past few years the semester off campus program has provided students with a vivid understanding of problems in labor and industrial relations through observation and participation in "real-life" labor problem solving. A small number of selected students spend a term of the junior year in Albany, New York City or Washington, D.C. in close contact with practitioners. Their activities include independent research under direction of ILR faculty and seminars drawing on field work experience with employers, labor organizations, and government agencies. More information about this program is available from the Office of Resident Instruction.

### Junior Year Abroad

A few students each year are granted permission to register in absentia and continue their studies at a foreign university. Although the school does not have a fixed program for foreign study, students who have studied abroad generally receive some credit for their course work and have found it a very rewarding experience. Students may attend a foreign university of their choosing but guidance in finding and selecting programs is available from the Office of Resident Instruction and from the Career Center, 14 East Avenue.

## Collective Bargaining, Labor Law, and Labor History

J. Gross, chairman; G. Brooks, J. Burton, D. Cullen, C. Daniel, R. Doherty, R. Donovan, H. Finch, M. Gold, K. Hanslowe, M. Kelly, M. Kennedy, G. Korman, D. Lipsky, J. Morris, A. Nash, C. Rehmus, P. Ross, N. Salvatore, R. Seeber, J. Windmuller

### 100 History of Industrial Relations in the United States

Fall or spring. 3 credits.

C. Daniel, G. Korman, J. Morris, N. Salvatore. This review of the history of industrial relations in the United States emphasizes developments in the twentieth century. The course concentrates on the American worker, both union and nonunion, labor movements, and the environmental forces that have shaped industrial relations in the United States. Readings are selected from scholarly accounts and original sources.

### 101 Special Studies in the History of Industrial Relations in the United States

Fall or spring. 3 credits. Prerequisite: I&LR 100 for ILR students; no prerequisite for out-of-college students.

C. Daniel, H. Finch, G. Korman, J. Morris. Several instructors offer undergraduate classes, each on a particular aspect of the history of industrial relations in the United States. Students choose among classes that may vary from year to year and cover topics such as: industrial relations in the Age of Jackson and in other periods of American History such as the Gilded Age, the two World Wars, or the Great Depression; the role of industry and organized labor in politics; and radicalism and dissent in the American labor movement.

### 200 Collective Bargaining

Fall or spring. 3 credits. J. Burton, D. Cullen, D. Lipsky, P. Ross, R. Seeber. A comprehensive study of collective bargaining, the negotiation and scope of contracts, the day-to-day administration of contracts, the major substantive issues in bargaining, including their implication for public policy, and the problem of dealing with industrial conflict.

### 201 Labor Relations Law and Legislation

Fall or spring. 3 credits. M. Gold, J. Gross, K. Hanslowe, M. Kennedy. A survey of the law governing labor relations. The legal framework in which the collective bargaining relationship is established and takes place is analyzed. Problems of the administration and enforcement of collective agreements are considered, as are problems of protecting individual employee rights in the collective labor relations context. Also serves as an introduction to the legal system and method, and to legal and constitutional problems of governmental regulation of industrial and labor relations.

### 301 Labor Union Administration

Fall. 3 credits. Prerequisites: I&LR 100 and 201. G. Brooks, C. Daniel, R. Seeber. A review of the operations of American unions, including a general theoretical framework, but with major emphasis on practical operating experience. Topics include the formal government of unions; organizational or institutional purposes and objectives and how these are achieved; underlying structure and relationship among members, locals, and national organizations; the performance of the primary functions of organizing; negotiating; contract administration; and the effect of the Landrum-Griffin Act.

### 303 Research Seminar in the Social History of American Workers

Fall. 4 credits. Limited to upperclass students who have demonstrated their ability to undertake independent work and who have received permission of the instructor.

G. Korman. An examination of a different subject each year.

### 304 Seminar in the History, Administration, and Theories of Industrial Relations in the United States

Fall or spring. 4 credits. Prerequisite: permission of instructor.

C. Daniel, G. Korman, J. Morris. Designed to explore the social, economic, and political background of industrial relations in the history of the United States. Examines a different subject each year.

### 306 Research Seminar in the American Labor Movement and Politics

Fall or spring. 3 credits. Prerequisite: I&LR 101. Limited to upperclass students who have demonstrated ability to undertake independent work and who have received permission of the instructor.

J. Morris. Students choose a research topic, using any disciplinary approach (such as law, history, behavioral or political science), within the subject matter area. Group meetings are devoted to (1) discussion in depth of special problems such as compulsory membership and union political spending, the adequacy of the law governing union political action, and labor's partisan ties with the Democratic party, and (2) exchange of research problems and reports. Some time normally devoted to group meetings is scheduled for individual consultations.

### 307 Industrial Relations Biographies

Fall. 4 credits. Limited to juniors and seniors. Prerequisite: permission of instructor.

J. Morris. A study of American industrial relations history through the lives of some of the outstanding people who have helped make it—men and women of business, government, and the law as well as leaders of labor and their allies among the intellectuals. While economic forces, institutional developments, and social values are important in shaping history, so also is the role of individual personality. Readings and discussions focus on biographies and autobiographies, supplemented in some cases with tapes and films. There will be written assignments but emphasis will be on the weekly discussion.

### 380 Famous Trials in American Labor History

Spring. 4 credits. Limited to juniors and seniors. Prerequisites: I&LR 100 and permission of instructor.

J. Morris. Some of the famous criminal trials involving union leaders, radicals, and ordinary workmen who were unknown before they faced the bar. Among the defendants or cases which may be considered (charges range from fraud to murder) are Jimmy Hoffa, Sacco and Vanzetti, Mooney and Billings, the Centralia tragedy and trial, the great IWW trials of World War I, the case of Joe Hill, the Haymarket anarchists, the trial and execution of the Molly Maguire leaders, and the triple case of Moyer, Haywood, and Pettibone.

### 381 Jewish Workers in Europe and America, 1789–1948

Spring. 4 credits. Open to sophomores, juniors, and seniors.

G. Korman. This course in comparative history examines the complex experiences of the Yiddish-speaking immigrant workers and their families. A special subject of interest is the extraordinary history of the Jewish working classes between 1924 and 1948.

### 400 Union Organizing

Spring (meetings twice a week for seven weeks). 2 credits. D. Cullen, R. Donovan. This course explores various aspects of unions' attempts to organize workers: why some workers join unions and others do not; the techniques used by both unions and employers during organizing campaigns; and the present law of organizing and proposed amendments to that law. Includes an exam and a research paper.

### 401 Collective Bargaining Structures

Fall. 3 credits. Prerequisite: I&LR 200. D. Lipsky. An examination of the conduct of collective bargaining with emphasis on the size and scope of the bargaining unit and the locus of decision making in collective negotiations. The relation between bargaining structure and product market structure, public policy, and union structure is studied. Industry and case studies of various bargaining structures, including pattern bargaining, coalition bargaining,

and multiemployer bargaining are used to illustrate general principles. Wage patterns and the economic effects of bargaining structures are also examined. A seminar course.

**403 The Law of Workers' Compensation and Occupational Safety and Health** Fall (seven weeks only). 2 credits.  
J. Burton.

A survey of legal aspects of workers' compensation, the program that provides cash benefits, medical care, and rehabilitation services to workers disabled by work-related injuries and diseases. The course also examines legal developments concerning the Occupational Safety and Health Act of 1970.

**406 History of the Black Worker in the United States** Fall. 3 credits. Prerequisite: I&LR 100.  
J. Gross.

Intended to introduce the student to the history of the black worker in the United States through a review and analysis of the existing literature of black labor history and through source documents from the National Archives. Discussions will center around the black worker in agriculture, industry, and government; black worker migrations; black workers and organized labor; and black workers, discrimination, and the law.

**407 Contemporary Trade Union Movement** Spring. 3 credits. Prerequisites: I&LR 100 or 502 or permission of instructor.  
C. Daniel.

An examination of the contemporary history, administration, policies, and problems of American trade unions. Each semester the course focuses on particular aspects of the labor movements.

**495 Honors Program** Fall and spring (Yearlong course). 3 credits each term. Admission to the ILR Senior Honors Program may be obtained under the following circumstances: (a) students must be in the upper 20 percent of their class at the end of their junior year; (b) an honors project, entailing research leading to completion of a thesis, must be proposed to an ILR faculty member who agrees to act as thesis supervisor; (c) the project, endorsed by the proposed faculty sponsor, is submitted to the Committee on Academic Standards and Scholarships.

Accepted students embark on a two-semester sequence. The first semester consists of determining a research design, familiarization with germane scholarly literature, and preliminary data collection. The second semester involves completion of the data collection and preparation of the honors thesis. At the end of the second semester, the candidate is examined orally on the completed thesis by a committee consisting of the thesis supervisor, a second faculty member designated by the appropriate department chairperson, and a representative of the Academic Standards Committee.

**498 Internship** Fall or spring. 4–9 credits. Designed to grant credit for individual research under the direction of a faculty member by mature upperclass undergraduates who have been selected for an internship. All requests for permission to register for 498 must be approved by the faculty member who will supervise the project and the chairman of the faculty member's academic department before submission for approval by the Committee on Academic Standards and Scholarship.

**499 Directed Studies** Fall or spring. 3 credits. For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration is normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult a counselor in the Office of Resident Instruction at the time of course registration to arrange for formal submission of their projects for approval by the Academic Standards Committee.

**500 Collective Bargaining** Fall or spring. 3 credits. Open only to graduate students. It is recommended that 501, Labor Relations Law and Legislation, be taken prior to or concurrently with 500.  
D. Cullen, D. Lipsky.

A comprehensive study of collective bargaining with special emphasis on philosophy, structures, process of negotiations, and administration of agreements. Attention is also given to problems of handling and setting industrial controversy, the various substantive issues, and important developments and trends in collective bargaining.

**501 Labor Relations Law and Legislation** Fall or spring. 3 credits.  
M. Gold, J. Gross, K. Hanslowe.

A survey and analysis of the labor relations law which examines the extent to which the law protects and regulates concerted action by employees in the labor market. The legal framework within which the collective bargaining takes place is considered and analyzed. Problems of the administration and enforcement of the collective agreement are considered as are problems of protecting the individual member-employee rights with the union.

**502 Labor Union History and Administration** Fall or spring. 3 credits.  
C. Daniel, G. Korman, J. Morris.

A presentation of the history of labor in America with emphasis on post-Civil War trade union development. Includes an analysis of the structure and functions of the various units of labor organization, ranging from the national federation to the local union, and some consideration of special problems and activities, such as democracy in trade unions and health and welfare plans, as well as of various types of unions, such as those in construction, maritime trades, entertainment, transportation, and basic industry.

**600 Advanced Seminar in Labor Arbitration** Spring. 3 credits. Limited to juniors, seniors and graduate students. Prerequisite: I&LR 602 or equivalent and permission of instructor.  
J. Gross, K. Hanslowe.

An advanced seminar in labor arbitration emphasizing the practical aspects of current labor arbitration techniques and problems. Subjects considered range from laboratory exercises in the presentation of an arbitration case, the preparation of prehearing and posthearing briefs, and the writing of an arbitration opinion and award, to the investigation and evaluation of the experience of labor arbitrators with selected case problems arising in state and federal employment and public education as well as in the private sector.

**601 Integration of Industrial Relations Theories** Fall or spring. 3 credits. Open to second-year graduate students and seniors.

An exploration of the similarities and differences among the (1) normative premises, (2) theoretical frameworks, (3) substantive issues, and (4) methodological approaches found in the various areas of study in industrial relations. The areas studied include (1) collective bargaining and union-management relations, (2) organizational behavior and personnel, and (3) labor economics and manpower policy. An effort is made to explore the potential for integration among these various areas by discussing some issues or problems that cut across the traditional lines of study.

**602 Arbitration** Fall or spring. 4 credits. Prerequisites: undergraduates, I&LR 200; graduate students, I&LR 500. Limited to 21 students.  
J. Gross, C. Rehmus.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of an arbitration hearing, and the preparation of an arbitration opinion.

**603 Governmental Adjustment of Labor Disputes** Fall or spring. 4 credits. Prerequisites: undergraduates, I&LR 200; graduate students, I&LR 500.  
D. Cullen.

An examination of the various governmental techniques for dealing with labor disputes in both the private and public sectors, including mediation, fact finding arbitration (both voluntary and compulsory), the use of injunctions, and seizure. The course also examines the application of these techniques under the Railway Labor Act, Taft-Hartley Act, and various state acts.

**604 Readings in the Literature of American Radicalism and Dissent** Fall or spring. 3 credits. Limited to seniors and graduate students.

Each term concentration is on a different historical aspect of American radicalism and dissent. Some examples of areas and writers who might be selected for study are: agrarian reform—Thomas Skidmore, George Henry Evans, and Ignatius Donnelly; anarchism—Josiah Warren, William D. Haywood, Emma Goldman, and Paul Goodman; communism—John Reed, Jay Lovestone, and William Z. Foster; economic dissent—Henry George, Thorstein Veblen, and Francis Everett Townsend; equal rights for Negroes and black nationalism—William E. B. DuBois and Marcus Garvey.

**605 Readings in the History of Industrial Relations in the United States** Fall. 3 credits. Limited to seniors and graduate students. Prerequisites: seniors, I&LR 100 and 101; graduate students, I&LR 502.  
C. Daniel, G. Korman, J. Morris.

A seminar covering, intensively and in historical sequence, key documents, studies, legislative investigations, and memoirs concerning American industrial relations systems. Primarily designed to aid students in orienting themselves systematically and thoroughly in the field. Among the authors and reports covered are E. P. Thompson, John R. Commons, Norman Ware, Lloyd Ulman, the Abram Hewitt hearings, the Henry W. Blair hearings, the United States Industrial Commission, Philip Taft, Paul F. Brissenden, and the United States Commission on Industrial Relations.

**606 Theories of Industrial Relations Systems** Fall or spring. 3 credits. Limited to seniors and graduate students. Prerequisites: seniors, I&LR 100 and 101; graduate students, I&LR 502.  
C. Daniel, G. Korman, or J. Morris.

An examination of the leading theories concerning the origins, forms, organization, administration, aims, functions, and methods of industrial relations systems. Among the theories studied are those formulated by Karl Marx, Mikhail Bakunin, Georges Sorel, Vladimir Lenin, Lujo Bretano, Beatrice and Sidney Webb, Herbert Croly, Antonio Gramsci, Selig Perlman, Frank Tannenbaum, the Guild Socialists, Karl Polanyi, Clark Kerr, Frederick Harbison, John Dunlop, and Charles A. Myers.

**607 Arbitration and Public Policy** Spring. 3 credits. Limited to 10 ILR students and 10 law students. Prerequisite: permission of instructor.  
J. Gross, K. Hanslowe.

The impact of law and public policy on the arbitration of labor disputes in both the private and public sectors. Some of the topics covered include the law of arbitration, the scope of judicial review, the interaction between Title VII and arbitration, and individual rights to due process in the handling of grievances. Students prepare briefs, argue cases, and write awards. As opportunity permits, students are invited to attend actual arbitration hearings and to write mock awards. Each student also writes a research paper on a topic within the general scope of the course and presents it in summary form to members of the seminar for criticism and evaluation.



**608 Special Topics in Collective Bargaining, Labor Law, and Legislation** Fall or spring. 3 credits. Prerequisites: undergraduates, I&LR 201; graduate students, I&LR 502.  
Staff.

The areas of study are determined each semester by the instructor offering the seminar.

**609 Public Policy and Labor Relations** Fall. 3 credits. Prerequisites: one term of labor law and some course work in statistics.  
D. Lipsky.

This seminar examines the application of public policy in labor relations with particular emphasis on the empirical, nonlegal analysis of the impact of national and state laws on the behavior of managements, unions, and workers. Several important public policy questions are examined in the course: What is the real impact of duty to bargain requirements on the behavior of the parties in negotiations? How effective are NLRB remedies in actually changing the behavior of the parties? What are the determinants of certification of election outcomes? What evidence is there on the impact of right-to-work laws on union organizing and bargaining?

**680 Problems in Union Democracy** Fall or spring. 3 credits.

M. Gold, P. Ross.  
Unions are considered as an example of private government, and union democracy is examined by standards and customary practices in both public and private governments. Included are such elements as elections, self-government by majority, rights of minorities, the judicial process including impartial review, local-national relationships, constituency and representation, the legislative process, and executive power and functions. The regulation of private government by the state will be considered.

**681 Labor Relations Law** Spring. 3 credits. Prerequisite: I&LR 201 or 501 or equivalent. An advanced course in labor law, concentrating on problems of administering the National Labor Relations Act; the Landrum-Griffin Act; Title VII of the Civil Rights Act of 1964, as amended; the Fair Labor Standards Act, as amended; the Equal Pay Act; the Age Discrimination in Employment Act; the Occupational Safety and Health Act; and state workmen's compensation and unemployment insurance systems.

**682 Seminar in Labor Relations Law and Legislation** Fall or spring. 3 credits. Prerequisite: permission of instructor. Limited enrollment.  
K. Hanslowe, M. Kennedy.

Legal problems in public employment and other areas of labor relations affecting the public interest.

**683 Special Topics in the History, Administration, and Theories of Industrial Relations** Fall or spring. 3 credits. Prerequisites: undergraduates, I&LR 100 and 101; graduate students, I&LR 502.

G. Brooks, C. Daniel, G. Korman, or J. Morris.  
The areas of study are determined each semester by the instructor offering the seminar.

**684 Employment Discrimination and the Law** Fall or spring. 4 credits. Prerequisite: I&LR 201 or 501 or equivalent.  
M. Gold.

An examination of legal problems involving employment discrimination based on race, color, religion, sex, national origin, or age. The impact of developing principles of law on preemployment inquiries and testing, seniority and promotions, and other personnel policies, practices, and procedures are discussed. The requirements of affirmative action under Executive Order 11246, as amended, are analyzed. Special attention is given to the role of state law in resolving employment discrimination claims and the procedural framework for raising and adjudicating such claims before administrative agencies and the courts.

**685 Collective Bargaining in Public Education** Spring. 3 credits. Limited enrollment. Prerequisite: permission of the instructor.

R. Doherty.  
The seminar consists of a study of the legal, financial, administrative and educational problems raised by collective bargaining in the public schools. Major attention will be directed at existing statutes covering the employment arrangement for public school employees, the content and the administration of collective agreements, the ideological postures of teacher organizations, and the resolution of negotiating impasses. Individual and group research projects will be required.

**686 Collective Bargaining in the Public Sector** Fall or spring. 3 credits. Prerequisites: undergraduates, I&LR 200 and 201, graduate students, I&LR 500 and 501.

J. Burton, R. Donovan, P. Ross.  
An examination of the development, practice, and extent of collective bargaining between federal, state, and local governments and their employees. The variety of legislative approaches to such matters as representation rights, unfair practices, scope of bargaining, impasse procedures, and the strike against government are considered along with implications of collective bargaining for public policy and its formulation.

**687 Current Issues in Collective Bargaining** Fall or spring. 3 or 4 credits. Prerequisite: I&LR 200 or 500. Limited to 25 students.

D. Cullen, D. Lipsky, P. Ross.  
An intensive study of the most significant current issues and problems facing employers and unions in their relations with each other, with particular emphasis on the substantive matters in contract negotiations and administration of the provisions of collective bargaining agreements. A major research paper is usually required.

**689 Labor Education** Spring. 3 credits. Limited to 15 students.

A. Nash.  
An examination will be made of labor education, its origin, development, scope, form, functions, curricula, goals, issues, and roles in universities, unions, and other organizations. Attention will be devoted to various practical aspects associated with the administration of programs and to labor education as an occupation. The course will involve students in field activities in connection with current Extension Division programs.

**703 Theory and Research in Collective Bargaining** Spring. 3 credits. Open to graduate students who have had 500 and 723 or their equivalents. Recommended: A statistics course beyond the level of I&LR 510.

D. Lipsky.  
This is a second-level course in collective bargaining that builds on the institutional research covered in 500. The existing literature in the area of collective bargaining is appraised for its theoretical and empirical content. Efforts are made to explore the appropriate role for theory and empirical analysis in moving research in collective bargaining toward a more analytical perspective, and to identify and appraise the underlying paradigms used to study collective bargaining related issues.

**707 Research Seminar in Public Sector Collective Bargaining** Spring. 3 credits. Prerequisites: basic familiarity with statistical analysis (correlational and multivariate techniques) and interest in theoretical and empirical research on issues related to public sector labor relations.

P. Ross.  
(1) Discussion of the role of theory in collective bargaining research. Issues such as what is a theory, how is a theory constructed and made operationally testable, and what kinds of theoretical frameworks have been used in public sector research are addressed. (2) Determination of what alternative

research strategies have been used and might be used in collective bargaining research. (3) Evaluation of existing theoretical and empirical research in the public sector. (4) Analysis of current and future research needs. Each student submits a seminar paper.

**708 Industrial Relations in Health Care Institutions** Spring. 3 credits.

G. Brooks, P. Ross.  
A study of the laws, institutions, and practices that characterize this rapidly changing field, and of the special complexities of the nonprofit sectors as they appear in health care. Attention is given to the character of the unions in the industry, to the problems of collective bargaining that flow from the nature of the industry and its work force, and to the contractual relations that have developed. The principal economic problems that have complicated the collective bargaining relationship are also discussed. Where appropriate, distinctions are made among public, nonprofit, and proprietary institutions.

**799 Directed Studies** Fall or spring. Credit to be arranged.  
For individual research conducted under the direction of a member of the faculty.

**798 Internship** Fall or spring. 1-3 credits.

Designed to grant credit for individual research under direction of a faculty member by graduate students who have been selected for an internship. All requests for permission to register for I&LR 798 must be approved by the faculty member who will supervise the project.

**980 Workshop in Collective Bargaining, Labor Law, and Labor History** Fall and spring. 2 credits. Enrollment limited to M.S. and Ph.D. candidates in the department. S-U grades only.

Staff.  
This workshop is designed to provide a forum for the presentation of current research being undertaken by faculty members and graduate students in the Department of Collective Bargaining and by invited guests. All M.S. and Ph.D. candidates in the department who are at work on their theses are strongly urged to enroll. Each student in the course will be expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of that student's thesis research.

## Economic and Social Statistics

P. McCarthy, chairman; I. Blumen, I. Francis, P. Velleman

**210 Statistics (Statistical Reasoning)** Fall or spring. 3 credits.

An introduction to the basic concepts of statistics: description of frequency distributions (averages, dispersion, and simple correlation) and introduction to statistical inference. Prerequisite to certain of the specialized courses on applications of statistics offered in various departments.

**211 Economic and Social Statistics** Spring. 3 credits. Prerequisite: I&LR 210.

Application of statistical techniques to the quantitative aspects of social studies. Students are taught to use the Minitab statistics package and use the computer throughout the course. A continuation of I&LR 210. Topics include statistical description and inference, multiple regression and correlation, index numbers, elements of time series analysis, and the design of sample surveys.

**310 Design of Sample Surveys** Spring. 3 credits. Prerequisite: one term of statistics.

Application of statistical methods to the sampling of human populations. A thorough treatment of the concepts and problems of sample design with

respect to cost, procedures of estimation, and measurement of sampling error. Analysis of nonsampling errors and their effects on survey results (for example, interviewer bias and response error). Illustrative materials are drawn from such fields as market research and attitude and opinion research.

**311 Statistics II** Fall. 4 credits. Prerequisite: I&LR 210 or permission of instructor.

An intermediate nonmathematical statistics course emphasizing the concepts associated with statistical methods. Includes a treatment of estimation and tests of hypotheses with reasons for choice of various methods and models. Application to problems involving percentages, means, variances, and correlation coefficients with an introduction to nonparametric methods, analysis of variance, and multiple regression and correlation.

**410 Techniques of Multivariate Analysis** Fall. 3 credits. Prerequisite: I&LR 311.

The techniques of multivariate statistical analysis, the associated assumptions, the rationale for choices among techniques, and illustrative applications. Some matrix algebra and related mathematics are introduced. Includes regression, correlation, principle components, multivariate tests on means, variances and covariances, relations between sets of variates and discriminatory analysis.

**411 Statistical Analysis of Qualitative Data**

Spring. 3 credits. Prerequisite: I&LR 311.

I. Blumen.  
An advanced undergraduate and beginning graduate course. Includes treatment of association between qualitative variates, paired comparisons, rank-order methods, and other nonparametric statistical techniques, including those related to chi-squared.

**499 Directed Studies** For course description, see p. 293.

**510 Introductory Statistics for the Social Sciences** Fall or spring. 3 credits.

A nonmathematical course for graduate students in the social sciences without previous training in statistical method. Emphasis is on discussion of technical aspects of statistical analysis and on initiative in selecting and applying statistical methods to research problems. The subjects ordinarily covered include analysis of frequency distributions, regression and correlation analysis, and selected topics from the area of statistical inference.

**610 Seminar in Modern Data Analysis** Fall. 3 credits. Prerequisite: I&LR 311 or equivalent.

P. Velleman.  
An advanced survey of modern data analysis methods. Topics include exploratory data analysis, robust methods, and regression methods, and diagnostics. Extensive outside readings cover recent and historical work. Participants should have some knowledge of multiple regression, including the use of matrices (Statistics and Biometry 416 may be taken concurrently), and some experience using a computer.

**[711 Seminar in Statistical Methods** Spring. 3 credits. Will not be offered 1981-82.

I. Francis.  
The philosophical problems of drawing inferences from observational data and the use of computer programs in the statistical analysis of behavioral social science data. Exact contents may vary from term to term. A detailed description is available before registration.]

**[712 Theory of Sampling** Fall. 3 credits. Will not be offered 1981-82. Prerequisite: calculus and at least one semester of mathematical statistics. A companion course to I&LR 310, Design of Sample Surveys, stressing the development of the fundamentals of sampling theory. Attention is paid to recent progress in the field. Occasional illustrative material is given to indicate the application of the theory.]

**799 Directed Studies** For course description, see page 000.

## International and Comparative Labor Relations

J. Windmuller, chairman; M. Clark, G. Fields, W. Galenson

**330 Comparative Industrial Relations Systems I**

Fall and spring. 3 credits (in some cases 1 additional credit may be arranged with the instructor). Open to juniors and seniors.

J. Windmuller.

An introductory course concerned with the contemporary structure, institutional arrangements, and philosophy of the labor relations systems of several countries in advanced stages of industrialization. Countries to be examined include: Great Britain, France, Germany, Sweden.

**331 Comparative Industrial Relations Systems II**

Spring. 3 credits (in some cases 1 additional credit may be arranged with the instructor). Open to juniors and seniors.

J. Windmuller.

A study of the industrial relations systems of non-Western countries in various stages of economic development and in various political contexts, including Japan, the Soviet Union, Yugoslavia, India, and several others. Emphasis on the role of government, trade unions, and collective bargaining. The course will also include a review of international organizations that affect industrial relations in less developed countries.

**332 Labor in Developing Economies** Spring. 3 credits.

G. Fields.

The economic problems of labor in less developed nations. Among the subjects included are: determinants of income and wage structures in less developed countries; labor demand and unemployment; labor supply and migration; human resource policy; and development strategy and employment growth.

**430 European Labor History** Fall. 3 credits.

J. Windmuller.

The development of trade unions in major European countries, especially Great Britain, France, and Germany between 1850 and 1950. Patterns of organization, political party-trade union links, the growth of industrial relations systems, and the evolution of public policies toward labor are emphasized.

**499 Directed Studies** For course description, see p. 000.

**530 Comparative Industrial Relations Systems I**

Fall and spring. 3 credits.

J. Windmuller.

Students in this course attend the lectures in ILR 330 (see description for ILR 330). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILR 330 and related topics.

**531 Comparative Industrial Relations Systems II**

Spring. 3 credits.

J. Windmuller.

Students in this course will attend the lectures in ILR 331 (see description for ILR 331). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILR 331 and related topics.

**532 Labor in Developing Economies** Spring. 3 credits.

G. Fields.

Students in this course attend the lectures in I&LR 332 (see description for ILR 332). If enrollment warrants they will also meet separately at a time to be arranged for discussion of topics in I&LR 332 and additional topics.

**630 Seminar in International and Comparative Labor Problems** Spring. 3 credits. Prerequisite:

I&LR 330 or 331, 530 or 531, or permission of instructor. Intended for students with some background in international and comparative labor relations.

J. Windmuller.

An opportunity for organized reading and research on one or two central themes which change from year to year. Topics in recent years have included the labor aspects of the multinational corporation, worker participation in management, international labor movements, and American labor and world affairs.

**799 Directed Studies** For course description, see p. 294.

## Labor Economics

R. Smith, chairman; R. Aronson, J. Burton, R. Butler, G. Clark, R. Ehrenberg, G. Fields, W. Galenson, R. Hutchens, O. Mitchell, J. Sveinar

**140 Development of Economic Institutions**

Spring. 3 credits. Prerequisite for non-ILR students: permission of instructor.

G. Clark.

Designed to give the student an understanding of the historical development of our economic institutions and the nature of the problems incident to economic change and development as part of the background for understanding and analysis of important present-day issues. Attention is focused on the agricultural, commercial, and industrial revolutions, tracing their development from their beginnings in Western Europe to the present.

**240 Economics of Wages and Employment** Fall or spring. 3 credits. Prerequisites: Economics 101-102 or equivalent.

An introduction to the characteristics of the labor market and to analysis of wage and employment problems. Among topics studied are the composition of the labor force, job-seeking and employment practices, methods of wage determinations, theories of wages and employment, economic effects of unions, the nature and causes of unemployment, and programs to combat joblessness and poverty.

**340 Economic Security** Fall. 3 credits.

R. Hutchens, R. Butler.

History, philosophies, and the economic and social effects of social security measures. Analysis of programs offering protection against economic loss due to industrial accident, temporary and permanent disability, illness, old age, premature death, and unemployment, as well as private and voluntary efforts to provide security, and the problems of integrating public and private programs. An examination is made of proposals for amending or modifying economic security measures, including guaranteed income proposals.

**341 Protective Labor Legislation** Spring.

3 credits. Open to juniors and seniors.

R. Butler.

A survey of the nature of the problems and the basis for state and federal legislation in areas such as discrimination in employment, migratory labor, industrial health and safety, minimum wages and maximum hours, and child labor. Special attention is given to the problem of maintaining a proper balance

among the efforts of industry, organized labor, and government in the development of labor standards. Proposals for amending existing legislation are discussed.

**343 Problems in Labor Economics** Fall or spring. 4 credits. Prerequisites: I&LR 240 or Economics 311, and background in statistics through regression analysis, or permission of the instructor.

R. Ehrenberg.  
An advanced course dealing with the theory and empirical analysis of labor markets and their applications to policy issues. The specific topics covered vary. The course is designed to increase students' competence in applying microeconomic theory and econometrics to policy issues. Each student completes an econometric research project as part of the course.

**344 Comparative Economic Systems: Soviet Russia** Spring. 4 credits.

G. Clark.  
A comparative analysis of the principles, structure, and performance of the economy of Soviet Russia. Special attention is devoted to industry and labor.

**346 Economics of Collective Bargaining** Fall or spring. 3 credits.

D. Lipsky, J. Svejnar.  
Economic aspects of the negotiation, terms, and effects of union-management agreements at the individual firm, industry, regional, and national levels. Topics examined include forces influencing contract demands and terms; employer adaptation to higher wages and benefits; interindustry differences in competitiveness, firm size, and markets; regional location of industry; international competition; government regulations; labor supply; inflation, recession, and unemployment.

**440 Health, Welfare, and Pension Plans** Spring. 3 credits. Open to juniors, seniors, and graduate students.

O. Mitchell.  
An analysis and appraisal of private health, welfare, and pension plans. Consideration of the origin and development of employer, union, and joint programs; a critical examination of the financing, administration, and general effectiveness of the plans.

**441 Income Distribution** Fall. 3 credits. Open to upperclass and graduate students.

G. Fields.  
Explores income distribution in the United States and the world. Topics to be covered include: functional and size distributions of income, wage structure, income-generating functions and theories, discrimination, poverty, public policy and income distribution, international comparisons, and changing income distribution and growth.

**446 Seminar on Employment Policies and Problems of the College Educated** Fall or spring. 3 credits.

R. Aronson.  
A study of the labor market behavior, institutions and public policies relating to the college-trained persons, especially those of the technological and human services professions. The roles of the universities, government, and professional societies in determining the development, utilization, and compensation of these occupations is investigated. Topics or occupations selected for more intensive study are chosen according to individual interest.

**495 Honors Program** Fall and spring (yearlong course). 3 credits each term. For course description, see p. 293.

**498 Internship** Fall or spring. 4–9 credits. For course description, see p. 294.

**499 Directed Studies** For course description, see p. 293.

**540 Labor Economics** Fall or spring. 3 credits. Required of graduate students majoring or minoring in labor economics and income security and M.I.L.R. candidates. Prerequisites: Economics 101–102 or equivalent.

R. Aronson, R. Smith.  
Economic issues in the employment and compensation of labor. Topics discussed include labor force growth and composition, structure and functioning of labor markets, unemployment, wage theories, wage levels and structures, the economic influence of unions, income distribution, and the problem of poverty.

**541 Social Security and Protective Labor Legislation** Fall. 3 credits. Normally required of graduate students majoring or minoring in labor economics and income security and required of M.I.L.R. candidates.

J. Burton.  
The fundamental aspects of employee protection and income security. Emphasis is on state and federal minimum wage and hour laws, antidiscrimination legislation, employee benefit programs, social insurance, and public welfare programs. The underlying causes of the legislation, the legislative history, the administrative problems and procedures, and the social and economic impact of the legislation is studied.

**640 Economics of Manpower** Fall. 3 credits.

Prerequisite: I&LR 540 or equivalent; open to qualified undergraduates.  
R. Aronson.  
Survey of the economic background and selected issues in manpower policy and planning. Labor market processes and behavior involved in the development and implementation of manpower programs are treated systematically. Special topics are arranged in accordance with student interests.

**641 Comparative Economic Systems: Soviet Russia** Fall or spring. 3 credits. Prerequisite: I&LR 344.

G. Clark.  
Preparation and discussion of individual papers on selected topics concerning the Soviet economy.

**642 Work and Welfare: Interactions Between Cash Transfer Programs and the Labor Market**

Fall. 3 credits. Prerequisite: some familiarity with microeconomics.  
R. Hutchens.  
Emphasizes policy issues in analyzing the relationship between the labor market and cash transfer programs such as social security, public assistance, and unemployment and wages in determining the level and distribution of cash transfers. Investigates the connection between cash transfers and labor supply. Topics include determinants of cash transfer demand and supply, the negative income tax experiments, and program incentives for withdrawal from the labor force (for example, incentives for early retirement implicit in Old Age Insurance). A paper on a specific program is required.

**643 Special Topics in Labor Economics** Fall or spring. 3 credits.  
Devoted to new policy issues and to recent literature in the field. The specific content and emphasis varies in response to the interests of the faculty member teaching the course.

**644 The Economics of Occupational Safety and Health** Spring. 3 credits.

R. Smith.  
The course analyzes the problem of occupational injuries and illnesses in the United States. The first section concentrates on legal requirements, judicial interpretations, and legal implications of the Occupational Safety and Health Act, then shifts to such questions as the need for, and appropriate goals of, the act; the stringency of safety standards

considered in a benefit-cost framework; the difficulties in enforcing the act; and estimates of the impact of the act.

**645 Economics of the American System of Private Enterprise (also Economics 355/555)** Fall. 4 credits.

R. Frank.  
A critical examination of the private sector of the United States economy; its history, some leading current relevant issues, and its relation to the theoretical and philosophical interpretations of the market economy.

**647 Evaluation of Social Programs** Spring. 4 credits.

R. Ehrenberg.  
An introduction to the methodologies used by economists to evaluate the impacts of social action programs and legislation. General evaluation methodology, cost-benefit analysis, and econometrics are discussed. Case studies are considered to illustrate the uses of these techniques, to acquaint the student with major current government programs and legislation, and to estimate these programs' economic impacts. Throughout, the primary analytic framework used by the instructor is microeconomics.

**648 Economics of the American System of Private Enterprise (also Economics 356/556)** Spring. 4 credits.

R. Frank.  
A continuation of I&LR 645, although 645 is not a prerequisite to 648.

**649 Seminar on Investment in Man** Spring. 3 credits. Prerequisite: 540 or equivalent.

R. Butler.  
This course will examine activities that influence monetary and psychic income by changing the "human capital" of individuals. The theoretical models employed will be developed heuristically, with equal emphasis given to their empirical implementation. We begin looking at life cycle models of earnings in which the demand for and effects of education, on-the-job training, and health care are derived. In the last part of the course, we will discuss the role that changing levels of educational opportunity and market discrimination have played in the recent dynamic trends in black labor market status.

**744 Seminar in Labor Economics** Fall. 3 credits. I&LR 744 and 745 constitute the Ph.D.-level sequence in labor economics.

R. Ehrenberg.  
Reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas.

**745 Seminar in Labor Economics (also Economics 642)** Spring. 3 credits.

W. Galenson.  
Reading and discussion of selected topics in labor economics in the fields of theory, institutions, and policy.

**746 Economic Theory and Labor Market Issues** Spring. 3 credits. Prerequisite: I&LR 540 and permission of the instructor.

R. Smith.  
This seminar course is intended as a follow-up to I&LR 540 and is designed for students who want a general exposure to economic theory and its applicability to a variety of labor market issues. The first part of the course emphasizes student analyses of assigned topics; during the second half students analyze topics of their own choosing. Topics discussed in the past include day care and labor supply, insurance issues in the labor market, wage and price controls, issues in coal mine safety, immigration policy, and jobs and the environment.

**798 Internship** For course description, see p. 294.

**799 Directed Studies** For course description, see p. 294.

**940 Workshop in Labor Economics** Fall or spring. 3 credits. Intended for Ph.D. students who have started to write their dissertations. Focus is on the formulation, design, and execution of dissertations. Preliminary plans and portions of completed work are presented for discussion.

## Organizational Behavior

L. Gruenfeld, chairman; H. Aldrich, acting chairman 1981–82; S. Bacharach, T. Hammer, S. Kirmeyer, N. Rosen, R. Stern, H. Trice, L. Williams

**120 Society, Industry, and the Individual I** Fall. 3 credits.

H. Aldrich, R. Stern.

The relationship between industry and the economy as a whole and its implications for other social institutions in American society (including stratification, politics, and American values) is discussed. The nature of industrial organizations and of complex organizations in general, emphasizing authority relations, goals, the division of labor, and bureaucracy.

**121 Society, Industry, and the Individual II** Spring. 3 credits.

L. Williams.

Deals with the relationship between the individual and the organization and such basic psychological processes as need satisfaction, perception, attitude formation, and decision making. The individual is described and examined as a formal and informal group member. Within this area, particular emphasis is placed on leadership, problem solving, and conflict resolution.

**221 Social Issues and Social Theory in Industrial Society** Spring. 3 credits.

H. Aldrich.

A survey of the literature on organization-environment and interorganizational relationships.

**222 Studies in Organizational Behavior: Regulating the Corporation** Fall. 3 credits.

R. Stern.

The course will examine public and private power from an organizational perspective. The resource dependence approach to organization-environment relations provides a framework for interpreting government attempts at the regulation of corporate behavior. Topics cover the structure and functioning of government regulatory agencies and corporate responses to regulation including corporate strategy, change, and political influence. The role of interest groups such as consumer or citizens organizations is also considered. Research and case materials focus upon the implementation of environmental protection, occupational health and safety, equal opportunity, anti-trust, and rate-setting regulations.

**320 The Psychology of Industrial Engineering** Fall. 4 credits.

T. Hammer.

A study of the human factors in the industrial engineering of work, work places, tools, and machinery. The course examines the aspects of individual and social psychology that operate in the work setting and that should be taken into account in the design of jobs. These include limitations of the human sensory system; individual difference in skills, abilities, motives, and needs; group dynamics; intrinsic motivation; job satisfaction; conflict.

**321 Stress at Work** Fall and spring. 4 credits.

S. Kirmeyer.

Explores the impact of the social psychological demands of work environments on employee stress. Among the topics to be discussed are (1) conceptual models of stress, (2) social, situational, and personal

factors mediating the effects of stressors, and (3) adaptive coping processes. Readings will focus on the person-environment fit in the work setting, social support networks as well as on environmental stressors such as noise, high density, job structure, and unemployment. Specific attention will be given to the stressors faced by employees in service occupations.

**322 Comparative Theories of Organizational Behavior and Social Character** Fall. 3 credits.

L. Gruenfeld.

A comparative social-psychological approach is used to examine theories of work, authority, conflict and change in employment organization.

**323 Introduction to the Study of Attitudes** Fall. 4 credits. Open to juniors and seniors.

T. Hammer.

Designed to acquaint the student with what is known about (1) origins of human attitudes, (2) the determinants of attitude change, and (3) the measurement of attitude differences. Studies employing clinical, experimental, and survey techniques are discussed. Each student designs, executes, and analyzes a research study of his or her own.

**324 Organizations and Deviant Behavior** Spring. 3 credits. Limited to 40 students. Prerequisite: one or more courses in both sociology and psychology.

H. Trice.

Focus is on the relationship between organizations and deviant behavior. Covers (1) the nature and etiology of psychiatric disorders, particularly schizophrenia, the psychoneuroses, and psychosomatic disorders; (2) organizational factors related to these disorders and to the more general phenomena of role conflict and stress; (3) an examination of alcoholism as a sample pathology, in terms of personality characteristics and precipitating organizational factors; (4) evaluation of organizational responses to deviance; (5) the nature of self-help organizations such as Alcoholics Anonymous; and (6) the structure and functioning of the mental hospital.

**325 Organizations and Social Inequality** Spring. 4 credits.

H. Aldrich.

Examines the central role that organizations in industrial societies play in allocating income, status, and other resources to individuals. Marxist conceptions of class and Weberian conceptions of job authority will be examined to see what additional power they add to the explanation of social inequality, particularly in regard to income attainment. As the central unit of analysis in the course will be organizations, a historical section will be included which deals with the evolution of current control and compensation structures in large scale organizations.

**326 Sociology of Occupations** Fall. 3 credits. Prerequisite: one or more courses in sociology.

H. Trice.

Focuses on (1) the changing character of American occupations within the context of social change; (2) occupational status—differences in income, prestige, and power and the resultant general phenomenon of social stratification; (3) vertical and horizontal occupational mobility; (4) recruitment and socialization into occupational roles; (5) the process of professionalization; and (6) comparison of personnel occupations with the career and organizational patterns of other occupations. A major sociological theme is the relationship between occupational structure and workplace structure.

**327 Psychology of Industrial Conflict** Fall. 4 credits.

N. Rosen.

An application of frustration theory to the analysis of conflict and stress in organizations and society. Comparisons are made between industrial relations, race relations, international relations, and other

settings. Readings include behavioral research findings from a variety of studies in industry. Relevant contributions from experimental, social, and clinical psychology are also considered.

**328 Cooperation, Competition, and Conflict Resolution** Spring. 4 credits. Prerequisite: two courses in social psychology or equivalent. An examination of theory and empirical evidence relating to the resolution of interpersonal, intergroup, and international conflict. Specific attention is devoted to studying factors that contribute to the development of cooperative or competitive bonds between parties to a conflict. The following topics are studied: the availability and use of threat; the credibility, intensity, and costs of threat; fractioning and escalating conflict. Personality and situational factors that regulate conflict intensification are stressed.

**329 Sociological Analysis of Organizations** Fall. 3 credits. Prerequisites: I&LR 120 and 121 or equivalent.

S. Bacharach.

Introduces students to the basic issues involved in the sociological analysis of organizations. It traces organizational theory from Max Weber to the most recent research. Among the themes to be discussed are: internal structure of organizations, communication in organizations, decentralization, organizational change, organizational technology, and organizational environment.

**370 The Study of Work Motivation** Fall. 4 credits. Open to juniors and seniors with permission of instructor.

T. Hammer.

Designed to acquaint the student with the basic concepts and theories of human motivation with implications for organizational change and job design. Focus is on theories of worker motivation and on research approaches and results as these apply to individuals and groups in formal organizations. Readings are predominantly from the field of organizational psychology, supplemented by relevant contributions from experimental, social, and clinical psychology. Each student will design, execute, and analyze a research study of his or her own.

**371 Individual Differences and Organizational Behavior** Fall. 4 credits. There are no formal prerequisites for this course. Some acquaintance with the substance and methods of behavioral or social science will be helpful.

L. Gruenfeld.

This course considers several related theories of personality relevant to an understanding of behavior and experience in organizations. The emphasis is on comparative systems of work cultures and corresponding social character types. A unit on the assessment of personality and a strategy for verification of theories of personality are presented to highlight research findings relevant to motivation, leadership styles, conflict, and stress in organizations.

**373 Organizational Behavior Simulations** Spring, weeks 1–7. 2 credits. Prerequisite: I&LR 120 and 121 or equivalent.

R. Stern.

Basic principles of organizational behavior are studied through readings and participation in two simulation games. The first game, *The Organizational Game: Design, Change, and Development* by Miles and Randolph, simulates traditional organization, while the second, *The Fuzzy Game* by Paton and Lockett, simulates a cooperative. Organizational design, decision making, and conflict are the central topics of discussion. The contrasting bases of power in the two organizations permits the study of the assumption underlying organization structure and process.



**420 Group Processes** Fall. 4 credits.

L. Gruenfeld, N. Rosen.  
Several conceptual and methodological approaches are applied to the observation of personality in groups. Students observe, analyze, and quantify behavior in ongoing groups. Emphasis is on systematic observation of interpersonal behavior in open field groups, rather than contrived experimental groups.

**421 Social Organization of the Urban Community** Fall. 4 credits.

H. Aldrich.  
An examination of the social organization of the urban community, focusing on ethnic and racial ghettos, the police, and business, industrial, political, and educational organizations. The urban community is treated as a group of specialized activity systems, with a view toward studying the interrelation among the various systems. Special attention is given to community conflict such as civil disorders. Students take part in a research project dealing with an urban issue and write a term paper based on the project.

**422 Groups in Work Organizations** Fall. 4 credits. Enrollment limited. Prerequisite: permission of instructor.

N. Rosen.  
This is an applied social psychology course that emphasizes the building, maintenance, and renewal of purposive groups working in formal organizations. The course deals with models and variables that interact with group cohesion and performance. Structural, environmental, task, motivational, and interpersonal variables are considered. This is not intended as a sensitivity training lab; the course work is substantive and includes observation and analysis of live work groups in the field.

**423 Evaluation of Social Action Programs** Fall. 3 credits.

H. Trice.  
A consideration of the principles and strategies involved in evaluation research; experimental research designs, process evaluation, and adaptations of cost benefits and cost efficiency to determine the extent to which intervention programs in fields such as training and therapy accomplish their goals. The adaptation of these strategies to large social contexts, such as child guidance clinics, mental health clinics, and programs in the poverty areas such as Head Start is considered. Includes fieldwork and emphasizes assessment of program implementation.

**424 Study of Public Sector Bureaucracy** Spring. 3 credits. Prerequisite: permission of instructor.

S. Bacharach.  
Field research in public sector organizations, such as a school bureaucracy or a social welfare bureaucracy. Students conduct a major study into which they integrate themes from organizational theory. Theoretical issues such as decentralization, participation, and communication are discussed in the seminar.

**425 Sociology of Industrial Conflict** Spring. 4 credits.

R. Stern.  
The focus is on the variety of theoretical and empirical evidence available concerning social, economic, and political causes of industrial conflict. The manifestations of conflict such as strikes, labor turnover, absenteeism, and sabotage, and the influence on the environments in which they occur is emphasized.

**426 Theories of Industrial Society** Fall. 4 credits. Prerequisite: I&LR 120 and permission of instructor.

S. Bacharach.  
Concentrates primarily on the works of Weber and Marx, and will consist of readings in the original texts.

**427 The Professions: Organization and Control** Fall. 4 credits.

R. Stern.  
The professions (including medicine, law, and several others) are the cases used in this course to examine issues of occupational organization and control. Professional associations attempt to set standards of ethics and practice, regulate educational programs, maintain specific images, and control the supply of entrants to professions. How do such associations function and how successful is their attempt at regulation of professional conduct? How might the potential transformation of some professional associations into union-style organizations be interpreted? These issues are considered in the context of the role of professions in contemporary society.

**473 Ecological Psychology: Behavior Setting Analysis within the Organizational Context** Fall. 3 credits.

S. Kirmeyer.  
The origins, methods, and central concerns of ecological psychology. Ecological psychology is one of the areas of specialization in psychology that has developed a theoretical framework and research technique for the study of behavior in everyday environments. Methods used to develop observation records as well as techniques used to divide the behavior stream into structural units will be examined. The primary focus of the course will be the more recent concerns of ecological psychology, namely, the study of community and organizational behavior settings. Assigned reading will provide an overview of the theory of behavior settings, the methods used to identify and describe settings, as well as practical applications in organizational psychology. Behavior-setting theory will be used as a point of departure in examining selected topics in organizational psychology, these include: person-environment fit in the work setting, the impact of organizational size of social climate, work-life quality and job enrichment programs, and overload stress and staff "burn-out" in service settings.

**475 Organizational and Political Behavior in School Districts** Fall. 4 credits. Enrollment limited. Prerequisite: permission of instructor.

S. Bacharach.  
This course is intended to provide students with research experience through the study of the administrative and governance processes in school districts. The students will be required to work with school district and union personnel while investigating the following areas: (a) structure and process of decisionmaking in urban and rural school districts, (b) organizational conflict as reflected in school board meetings, (c) the variations in and effect of leadership style as evidenced by different superintendents' advisory techniques, (d) the collective bargaining process as reflected in both contracts and actual negotiations, (e) the effect of the Taylor Law on the structure and process of decision making in school districts, (f) the effects of administrative law on conflict in school districts. Students will be responsible for the collection of data and the presentation of a final report of their project.

**476 Unions and Public Policy in School Districts** Spring. 4 credits. Enrollment limited. Prerequisite: permission of instructor.

S. Bacharach.  
A continuation of 475, but 475 is not a prerequisite. This course is strictly a research field seminar. Students will be required to work with school districts and union personnel while investigating the following areas: (a) labor contracts with school districts, (b) relations between teachers unions, school boards, and superintendents, (c) teacher unions' involvement with school district policies.

**495 Honors Program** Fall and spring (yearlong course). 3 credits each term. For course description, see p. 293.**498 Internship** Fall or spring. 4-9 credits. For course description, see p. 293.**499 Directed Studies** For course description, see p. 293.**520 Organizational Behavior I** Fall. 3 credits.

L. Williams.  
Survey of concepts, theories, and research from the fields of organizational and social psychology as these relate to the behavior of individuals and groups in organizations. Job attitudes, motivation, performance, leadership and power, group formation, perception, and organizational climate. A preliminary course for advanced work in organizational behavior.

**521 Organizational Behavior II** Spring. 3 credits.

S. Bacharach.  
Formal organizations are studied from the perspectives of classical organization theory, human relations theory, and comparative and cross-cultural analysis. Contemporary theories and quantitative approaches to organizational structure are also considered in some detail. Intended to be preliminary to more intensive work in organizational behavior.

**620 Theories of Organizational Change, Innovation, and Evaluation** Fall. 4 credits.

Prerequisite: two organizational behavior courses at the 300 level, or advanced courses in sociology or psychology.

H. Trice.  
This seminar examines the dynamics of individual, structural, and environmental factors operating in organizational change in general, and in the implementation and use of innovations within formal organizations in particular. The role of evaluative research in assessing the effectiveness of the implementation of innovations and in determining organizational effectiveness are analyzed. Several case studies of organizational change in government, unions, and private industry are examined. The emphasis is on conceptual frameworks for analyzing organizational change and mounting evaluative research on innovations. Readings are interdisciplinary and include sociology, psychology, and political science.

**621 Growth of the World Capitalist-Industrial System** Spring. 4 credits. Enrollment limited.

Prerequisite: permission of instructor.  
H. Aldrich.  
This course examines the origins of the world-scale capitalist system from the sixteenth century through the beginnings of large-scale industrialization in the U.S. in the late nineteenth century. Emphasis is on concepts and methods for world-systems analysis rather than on detailed historical knowledge of a specific era. The relevance of world-systems analysis for current international sociopolitical phenomena, including underdevelopment and the rise of multinational corporations, is discussed. Students play major role in leading class discussions and in choosing topics for discussion.

**622 The Organization and its Environment**

Spring. 3 credits. Prerequisites: two organizational behavior courses at the 300 level, or advanced courses in sociology or psychology.

H. Aldrich.  
A survey of the literature on organization-environment and interorganizational relationships. Emphasis is on two tasks: developing typologies of inter-organizational relations, and exploring methods of measuring or quantifying such relations. Students in the seminar will be expected to write a research paper in which they apply an organization-environment or interorganizational perspective to a particular set or organizations.

**623 Theories of Industrial Society** Spring.

4 credits. Prerequisite: permission of instructor.  
S. Bacharach.  
This course will concentrate on technology, bureaucracy, and the state, with a specific focus on alienation.

**625 Labor and Monopoly Capital: The Growth of Large United States Firms in the Past Century** Spring; course meets for only 7 weeks. 2 credits.  
H. Aldrich.

A critical review of two recent books with very different explanations for the rise of large, hierarchically differentiated corporations in the United States: Harry Braverman, *Labor and Monopoly Capital*, and Alfred D. Chandler, *The Divisible Hand*. These books are supplemented by articles on patterns of industrializations and internal structural transformation of large firms in the United States economy.

**627 Leadership in Organizations** Spring. 3 credits. Prerequisites: two organizational behavior courses at the 300 level, or advanced courses in sociology or psychology.  
N. Rosen.

An examination of theories and research findings from the behavioral sciences that are relevant to leadership and the influence process in groups and organizations. Personality, situational factors, intergroup processes, interpersonal perception, as well as motivation to lead and to follow, will be discussed. The implications for leadership training, organization development, and action research are explored.

**628 Cross-cultural Studies of Organizational Behavior** Fall or spring. 3 credits. Designed for graduate students interested in research and sociopsychological theory at the workplace. Undergraduates; with permission of instructor.  
L. Gruenfeld.

How organizational behavior is affected by age (generational), sex, social class, and cultural variables. Both theoretical and research-related issues pertaining to these variables are explored to illustrate the social, psychological, and cultural explanations for age differences in a job satisfaction and performance. What can be inferred from studies that ignore age (sex, social class, and cultural) differences? What are the causes and patterns, both subjective and objective, for age and other kinds of discrimination.

**629 Personality in Organization** Fall and spring. 4 credits. Prerequisite: I&LR 520 or equivalent.  
S. Kirmeyer.

The aim of this course is to train students in the skills required to use observational methods. The topics to be covered are: (1) reasons for choosing an observational method, (2) specific techniques used to study nonverbal communication, verbal interaction, and molar activity patterns, and (3) the steps involved in collecting and analyzing observational data.

**630 Sociological Study of Power** Fall. 3 credits.  
S. Bacharach.

The empirical, conceptual, and theoretical issues involved in the study of power. Power is analyzed within the context of an interaction paradigm and thus, while the major emphasis of this course is on the examination of power dispersion in organizations and communities, relevant social-psychological literature is also drawn upon. Among the various works to be considered are those of Gamson, Blau, and Dahl.

**672 Urban Politics and Public Policy** Fall. 3 credits.  
S. Bacharach.

The relationship between community processes and structures and public policy outputs. Focus is on such issues as the limitations of the classic elitist/pluralist debate and the recent controversy concerning centralization or decentralization of local government and the delivery of social services. Treatment of these stresses the value of applying sociological theory to questions of public policy. A primary concern is the integration of organizational and community theory.

**673 Cross-cultural Explorations of Individual Differences** Fall. 3 credits.

A data-bank analysis of the relationship between socioeconomic status, socialization values, ethnicity, and various indices of individual differences such as interpersonal trust, propensity to take risks, self-concept, cognitive style, and job preferences.

**674 Social Regulation and Control of Institutions** Spring; course meets for only 7 weeks. 2 credits. Prerequisites: two organizational behavior courses at the 300 level, or advanced courses in sociology or psychology.  
R. Stern.

Interorganizational relations are examined in terms of networks of control agents and target objects. The dynamics of control relationships based on political bargaining, the distribution of power, economic rewards and costs, and historical circumstances are examined in the context of their evolution through organizational adaptation to the environment. Subject matter includes theories of organizational change and application of a control perspective to the institutions of American business, government regulations, athletics, and education.

**677 Seminar in Field Research** Spring. 4 credits. Enrollment limited. Prerequisite: permission of instructor.  
H. Trice.

Recent research efforts are examined and the dynamic nature of the research process is emphasized. The realities of field research are explored, including problems of gaining and sustaining rapport, the initial development of research interviews and observation data, and their conversion to quantitative instruments. Participants to share in the exploration of appropriate theories and concepts and the possibility of actual field participation in an on-going research project is explored.

**722 Theories of Organizational Behavior** Fall. 3 credits.  
L. Gruenfeld.

A proseminar of current topics in organizational psychology. Discussions based on current research and theoretical innovations in the field.

**723 Behavioral Research Theory, Strategy, and Methods I** Fall. 4 credits. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll.  
L. Williams.

Material studied in I&LR 723 and 724 includes: (1) theoretical, conceptual, and ethical questions; (2) survey research and attitude scaling procedures; (3) laboratory research methods; (4) participant observation and interview methods; (5) use of documents and qualitative data analysis. Provides students with important philosophical background for doing research and exposes them to a well-balanced, interdisciplinary set of quantitative and qualitative research tools.

**724 Behavioral Research Theory, Strategy, and Methods II** Spring. Variable credit. Prerequisite: permission of instructor. Must be taken in sequence with I&LR 723 except by petition. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior but other graduate students may enroll.  
T. Hammer.

See I&LR 723 for course description.

**725 Analysis of Published Research in Organizational Behavior** Fall. 3 credits. Prerequisites: I&LR 520–521 and one year of statistics.  
N. Rosen.

An advanced research methods course that examines critically published research papers in the field of organizational behavior in terms of research design and method as well as theory.

**726 Organizational Behavior III** Spring. 3 credits. Prerequisite: I&LR 520–521 or equivalent.  
S. Bacharach.

A team-taught comparison of different disciplinary approaches to organizational analysis and models. Emphasis is on integrating different disciplinary approaches to selected organizational phenomena such as change and innovation, decision making and information processing, reward structures, or conflict resolution.

**727 Work and Industrial Conflict** Spring, weeks 7–14. 2 credits.  
R. Stern.

A concentrated examination of the sociology of industrial conflict. The seminar focuses on classic formulations of conflict theory in sociology, then the social, political, and economic causes of industrial conflict. Forms of conflict to be studied include strikes, turnover, absenteeism, and sabotage. Some discussion of the implications of various types of worker management of firms for industrial conflict will be included.

**728 Seminar on Work Motivation** Spring. 2 or 4 credits. Prerequisite: I&LR 520–521.  
T. Hammer.

Two independent but sequence-connected minicourses.

(1) *Theories of Work Motivation*: 7 weeks. 2 credits.

This course will provide an overview of basic concepts of human motivation with implications for theory and research. Intended to provide a basic understanding of theoretical issues involved in work motivation and knowledge of basic research approaches as these apply to individuals and groups in formal organizations.

(2) *Seminar on Job Design*: 7 weeks. 2 credits.

In the seminar, theories underlying the design of jobs are examined together with empirical research available in the job design area. The course will cover early theories and research in job design, from scientific management and later developments, with particular attention paid to the recent emphasis on job design through job enlargement and job enrichment.

**798 Internship** For course description, see p. 294.

**799 Directed Studies** For course description, see p. 294.

## Personnel and Human Resource Studies

L. Dyer, chairman; J. Boudreau, V. Briggs, T. DeCotiis, R. Eder, F. Foltman, W. Frank, G. Milkovich, F. Miller, S. Mueller, R. Riskey, W. Wasmuth, W. Wolf

**260 Personnel Management** Fall and spring. 3 credits. Open only to ILR students. Non-ILR students may take I&LR 151.  
Staff.

An introductory overview of the personnel function and the management of human resources from an institutional perspective. Topics include human resource decisions dealing with the roles of personnel, human resource, planning, recruitment, selection, induction and orientation, performance appraisal, talent identification, career planning, training, compensation, and organizational development. Emphasis is on (a) problem-solving and decision-making approaches, (b) operational methods, technologies, and practices, (c) application of relevant behavioral science theory and research, and (d) legislation and other environmental constraints having an important bearing on "the effective utilization of human resources" by an enterprise.

**262 Urban Problems and Public Policy**

**Programs** Fall. 4 credits. Prerequisite: I&LR 261 or equivalent, or permission of instructor.

R. Risley.

A seminar concerned with selected urban problems and service programs developed to cope with them. Consideration is given to both public and private programs, their organization, and comparative methods of operation. Each student is required to conduct a study of a selected organization involving field research.

**360 Public Policy and the Development of Human Resources**

Fall and spring. 3 credits. Open to sophomores, juniors, and seniors.

V. Briggs, S. Mueller.

A review of contemporary labor market trends and theories pertaining to labor market intervention through public policy measures. Changes in the "older" programs of apprenticeship, vocational education, and vocational rehabilitation as well as the "new" programs of the "post CETA era" are studied. Special policy issues pertaining to youth, rural workers, welfare reform, public service employment, and worker relocation will be examined. Comparison will also be made with European initiatives.

**361 Effective Supervision**

Fall. 3 credits.

Prerequisite: I&LR 260 or equivalent.

W. Wasmuth.

This course covers twenty-five major topics that make a critical difference in the life of a newly appointed or experienced supervisor. Theoretical and real-life case examples are provided from office, factory, union, nonunion, large, and small organizations and cover technical, psychological, social, and political issues at the supervisory level.

**363 Techniques and Theories of Training in Organizations**

Fall. 3 credits.

F. Foltman, W. Frank.

A course directed toward (1) examination of basic psychological formulations of learning relevant to the training of personnel in organizations; (2) review of the methods available for use in organizational training.

**364 Communication in Organizations**

Fall. 3 credits.

W. Frank.

Devoted primarily to the study and analysis of organizational communication. Emphasis is on the examination of the communication process, models, meaning and language, channels and networks, and interpersonal and intergroup issues.

**365 New York State—Human Resource and Employee Relations Issues and Policies**

Fall and spring. 3 credits. Open to ILR students participating in an Albany internship.

J. Slocum.

This seminar will consider functions, current issues and policy development in New York State human resource development and employee relations. The role of the State in protective labor law administration; human resource programs; its function as a neutral party in labor disputes in the public and private sector; and legislation affecting employee-employer relations and economic development will be reviewed. Students will be assigned individual research topics which will be discussed in the seminar and developed into a term paper.

**366 Women at Work**

Fall or spring. 4 credits.

Prerequisite: I&LR 260 or equivalent.

F. Miller.

Various aspects of female occupational roles in twentieth-century United States. Historical, social, and legal factors that influence women's choice of careers, work socialization and training, and subsequent labor-market experience are considered. Working women's entry-level jobs, opportunities for advancement, and income are compared to men's.

**369 Social Contract, 1964–1980**

Fall and spring. 3 credits. Open to ILR students participating in Washington, D.C., internship.

S. Levitan.

The seminar will examine labor market developments and their measurements with emphasis on current social strategies to ameliorate social problems. The systematic relationships between the elements of various programs, their purposes, the institutional structures designed to carry them out and the clients they were designed to serve will be explored. Topics stressed will relate to current national issues and priorities. Students will engage in individual projects on topics approved by the instructor.

**460 Private Sector Programs for Employing and Training Disadvantaged Workers**

Fall. 3 credits.

Prerequisites: I&LR 360 or equivalent.

S. Mueller.

Examines private sector experiences with special programs for hiring, training, and upgrading disadvantaged workers. Although the primary emphasis is on programs targeted for the economically disadvantaged, some programs for the physically handicapped and for women in nontraditional jobs are also covered. During the course of the semester students are asked to develop a general strategy for evaluation of both the design and impacts of such programs, and then to test this evaluation strategy on a program of their own choosing.

**461 The Social Tensions of Labor Market Reform**

Spring. 3 credits.

S. Mueller.

Examines the social implications of recent changes in traditional work roles among minority groups, adult women, rural migrants, and youths. Special emphasis is given to market adjustments brought about by the equal opportunity, welfare reform, and human resource legislation of the 1960s, 1970s, and 1980s.

**463 Planning Area-wide Employment and Training Programs**

Fall. 3 credits.

S. Mueller.

Study of the design and delivery of local programs for the unemployed and "hard-to-employ." The following general areas will be analyzed: the present delivery system, decentralization and subcontracting, analyzing the job requirements of the local labor market and the needs of the unemployed, and program evaluation and techniques.

**465 Sectoral Variations in Human Resource Policy**

Fall. 3 credits.

S. Mueller.

Provides an overview of economic and social issues involved in national human resource policies and their applications to particular industrial or occupational labor markets. Students study an industry or occupation of their choice, to show how labor is allocated within this market, what the social impacts of these processes are, and how existing public and private employment policies affect these outcomes.

**467 Job Creation: Policy Emergence and Current Issues**

Fall. 3 credits. Prerequisite: ILR 360.

V. Briggs.

The evolution of public policy initiatives designed explicitly to create jobs. Most of the attention is given to developments in the United States but related efforts in other nations will also be examined. The reasons why job creation was a late addition to human resource policy are explored. Special attention is given to the associated policy issues: among these are targeting, substitution, job restructuring, union attitudes, and participation of community-based institutions.

**469 Human Resources and Immigration Policy in the United States**

Spring. 3 credits.

V. Briggs.

The role that immigration has played as a source of human resource development in the United States. The primary focus is on developments since the

Immigration Act of 1965. In addition to legal immigration, the topic of illegal immigration and its effects are also examined. Public policy aspects of the issue are explored in depth.

**495 Honors Program**

Fall and spring (year-long course). 3 credits each term. For course description, see p. 293.

**498 Internship**

Fall or spring. 4–6 credits. For course description, see p. 293.

**499 Directed Studies**

For course description, see p. 293.

**560 Personnel Management**

Fall and spring. 3 credits.

Staff.

A survey course covering the major areas of the management of human behavior in work organizations. Consideration is given to such aspects of personnel work as job attitudes, motivation, human resource planning, recruitment and selection, training, management development, organization development, and compensation. Emphasis is on the application of theory and research to the solution of personnel problems.

**659 Career Planning and Development**

Fall. 3 credits.

R. Eder, F. Foltman.

Consideration of career planning and development from both the organizational and individual perspectives.

**660 Seminar in Personnel or Human Resource Management**

Fall or spring. 3 credits.

Staff.

A "floating" seminar designed to give faculty and students an opportunity to pursue specific topics in detail. Topics vary from semester to semester. Interested students should consult current course announcements for details.

**662 Management Training Simulation: Public Policy Issues in Social Agencies**

Spring. 3 credits.

Prerequisite: I&LR 260 or equivalent.

W. Wasmuth.

Techniques of simulation are applied to a vocational rehabilitation facility, a community hospital, and a hotel banquet operation. Although much of the material relates to health services management, simulation as an approach to training managers has wider and growing importance to all types of organizations. Students are provided with realistic problem-solving situations involving boards of directors, community resources, public policy issues, state and federal agencies, labor unions, and changing economic conditions.

**663 History of Contemporary Management Thought**

Fall. 3 credits.

W. Wolf.

A critical review of the works of the major contributors in terms of the development of their ideas and their impact. Tape recorded interviews with Barnard, Simon, Drucker, Urwick, and others are studied.

**665 Case Studies in Personnel Administration**

Fall. 3 credits.

F. Foltman, G. Milkovich, W. Wasmuth.

An analysis of personnel management activities and their impact on organizational objectives and administration. Cases, incidents, and field data, derived from a variety of institutional settings, provide a framework for examining and explaining the various roles played by personnel managers. Students with a special interest in personnel are encouraged to use this course as a "capstone" to their studies.

**666 Administrative Theory and Practice**

Spring. 3 credits. Prerequisites: advanced undergraduates, I&LR 120–121 or its equivalent and permission of instructor; graduate students, I&LR 520 or permission of instructor.

W. Wolf.

A general survey of the theory and practice of administration. Attention focuses on organizational differentiation and its implication for managerial practices. Taught around cases and field studies. Topics include theories and approaches to administration, organizational diagnosis, managerial practices, and organizational dynamics.

**668 Staffing: Employee Selection and Utilization** Fall. 3 credits. Prerequisites: I&LR 260 or equivalent and one semester of statistics; working knowledge of factor analysis, item analysis, regression analysis, and ANOVA.

L. Dyer, R. Eder.

An analysis of the staffing process as applied to employing organizations. Topics examined include sources of personnel, methods used to assess individual differences, methods used to assess organizational job requirements, problems associated with person-job matching, career planning, employee separations, and the relationship between the staffing process and other organizational processes.

**669 Administration of Compensation** Spring. 3 credits. Prerequisite: I&LR 260 or equivalent. Limited enrollment.

L. Dyer, G. Milkovich, R. Risley.

The development and administration of wage and salary programs. Major emphasis is given to the role of compensation in attracting, retaining, and motivating employees. Topics investigated include motivation theory, factors influencing compensation levels, job evaluation, forms of compensation, including incentive plans and fringe benefits, special issues of managerial compensation, and problems of compensation control.

**690 Top Management Personnel Strategies and Policies** Spring. 3 credits.

W. Wolf.

Personnel management policies and strategies from the perspective of top management. Vice presidents of personnel of major United States corporations are invited as guest lecturers, providing students with an opportunity to get to know these people and to find out what they and their companies are doing. Areas covered include the job of the top personnel officer, formal and informal organization relative to managing the personnel function, current issues, and problems of top-level personnel managers.

**691 Human Resource Planning** Spring. 4 credits. Prerequisites: I&LR 260 or 560 or the equivalent and one course in statistics. Enrollment limited to 24.

L. Dyer, G. Milkovich.

The process of human resource personnel planning as practiced by public and private employers. Included are topics such as: forecasting human resource needs, programming, techniques to meet forecasted needs, and methods of controlling an organization's supply of human resources. The seminar is organized around a computer simulation game in which students make policy and program decisions for a fictional organization. Decisions are evaluated on the basis of their contributions to the organization's human resource and profit objectives.

**692 The Appraisal and Diagnosis of Organizations** Fall. 3 credits. Prerequisite: I&LR 120 and 260.

W. Wolf.

This seminar focuses upon the understanding of organizations in a holistic framework. It deals with the process of diagnosis, techniques for gathering data, analysis of the functional areas of management, and interpretation and synthesis of findings. Field study and laboratory training are emphasized. The point of view taken is that of the administrator or consultant.

**693 Design and Administration of Training Programs** Fall. 3 credits. Limited to 25 students. Prerequisites: I&LR 260 or equivalent and permission of instructor.

F. Foltman, W. Frank.

An analysis and exploration of the training and retraining function as applied in business, government, and industrial organizations. Consideration is given to learning theory as well as to the concept framework and practical approaches with which learning activities are developed at the workplace at all levels.

**694 Seminar on the Theory and Practice of Organization Development** Spring. 3 credits.

W. Wolf.

Organization practices for self-renewal and conflict management. The point of view taken is that of a third party interventionist and the course focuses on techniques for diagnosis and treatment of organizational problems. Topics include: the third party's role and entry dynamics; clinical diagnosis of functioning organizations; confrontation; goal setting; mirror exercises; force field analysis; team building exercises; structural changes and job design issues. Emphasis is on experimental learning.

**696 Personnel Administration and Government Regulations** Fall. 3 credits.

R. Risley.

A survey and analysis of government regulations affecting personnel management in nongovernment organizations, examining the framework within which management must operate. Government agencies' methods of enforcement of such regulations and the firm's responsibilities for failure to comply with these legal requirements are considered.

**761 Human Resource Economics and Public Policy** Fall. 3 credits.

V. Briggs.

A review of contemporary labor market trends and theories pertaining to labor market intervention through public policy measures. Changes in the "older" programs of apprenticeship, vocational education, and vocational rehabilitation as well as the "new" programs of the "post CETA era" are studied. Special policy issues pertaining to youth, rural workers, welfare reform, public service employment, and worker relocation will be examined. Comparison will also be made with European initiatives.

**798 Internship** For course description, see p. 294.

**799 Directed Studies** For course description, see p. 294.

## Interdepartmental Courses

**150 Labor Problems in American Society** Fall or spring. 3 credits.

R. Aronson, O. Mitchell.

A survey for students in other divisions of the University. An analysis of the major problems in industrial and labor relations; labor union history, organization, and operation; labor market analysis and employment practices; industrial and labor legislation and social security; personnel management and human relations in industry; collective bargaining and the settlement of industrial disputes; and the rights and responsibilities of employers and employees.

**151 Personnel Management for Managers** Fall and spring. 3 credits. Not open to ILR students. Staff.

A study of the personnel function in work organizations with special emphasis on the responsibilities of managers and supervisors. After reviewing evidence from behavioral science research on factors affecting work behavior, such major personnel areas as recruitment, selection, and placement; training; compensation and benefits; and discipline are considered.

**650 Human Resource and Collective Bargaining Problems in the Construction Industry** Spring. 3 credits. Open to seniors and graduate students, and non-ILR students with permission of the instructor.

D. Cullen, F. Foltman.

Selected human resource and collective bargaining problems in the construction industry are examined, such as supply and demand of construction manpower; black workers and the building trades; skilled human resource forecasting and planning; skill requirements; education and training; personnel management policies and practices; the wage-price issue; the closed shop; featherbedding; jurisdictional disputes; and problems of bargaining structure. Individual research is required.

## ILR Extension

### New York City

The following courses are open only to participants in the Extension Division in New York City. These courses are not open to undergraduate or graduate students matriculated in the Ithaca ILR programs.

**350 History of Industrial Relations in the United States** Fall or spring. 3 credits.

This review of the history of industrial relations in the United States emphasizes developments in the twentieth century. The course concentrates on the American worker, both union and nonunion, labor movements, and the environmental forces that have shaped industrial relations in the United States. Readings are selected from scholarly accounts and original sources.

**351 Collective Bargaining** Fall or spring. 3 credits.

A comprehensive study of collective bargaining, the negotiation and scope of contracts, the day-to-day administration of contracts, the major substantive issues in bargaining, including their implication for public policy, and the problem of dealing with industrial conflict.

**352 Labor Relations Law and Legislation** Fall or spring. 3 credits.

A survey of the law governing labor relations. The legal framework in which the collective bargaining relationship is established and takes place is analyzed. Problems of the administration and enforcement of collective agreements are considered, as are problems of protecting individual employee rights in the collective labor relations context. Also serves as an introduction to the legal system and method, and to legal and constitutional problems of governmental regulation of industrial and labor relations.

**353 Statistics (Statistical Reasoning)** Fall or spring. 3 credits.

An introduction to the basic concepts of statistics: description of frequency distribution (averages, dispersion, and simple correlation) and introduction to statistical inference. Prerequisite to certain of the specialized courses on applications of statistics offered in various departments.

**354 Economics of Wages and Employment** Fall or spring. 3 credits. Prerequisites: Economics 101–102 or equivalent.

An introduction to the characteristics of the labor market and to analysis of wage and employment problems. Among topics studied are the composition of the labor force, job-seeking and employment practices, methods of wage determinations, theories of wages and employment, economic effects of unions, the nature and causes of unemployment, and programs to combat joblessness and poverty.



**355 Society, Industry, and the Individual I** Fall, 3 credits.

The relationship between industry and the economy as a whole and its implications for other social institutions in American society (including stratification, politics, and American values) is discussed. The nature of industrial organizations and of complex organizations in general, emphasizing authority relations, goals, the division of labor, and bureaucracy.

**356 Society, Industry, and the Individual II**

Spring, 3 credits.

Deals with the relationship between the individual and the organization and such basic psychological processes as need satisfaction, perception, attitude formation, and decision making. The individual is described and examined as a formal and informal group member. Within this area, particular emphasis is placed on leadership, problem solving, and conflict resolution.

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